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AUTHOR Broyles, Susan
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ABSTRACT

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from all providers of postsecondary education. It is the core postsecondary education data collection program within the Department of Education. This discussion describes the IPEDS, its scope, and component surveys. Postsecondary education is defined as provision of a formal instructional program with a curriculum designed primarily for students beyond the compulsory age for high school, whether academic, vocational or continuing professional education. Excluded are avocational and adult basic education programs. The IPEDS survey universe contains about 11,000 postsecondary schools, broadly grouped as baccalaureate or higher degree institutions, two-year institutions, and less than two-year institutions. The IPEDS surveys provide data used for trend analysis and the reporting of institutional characteristics for planning and policy purposes. The surveys are: (1) Institutional Characteristics; (2) a financial survey; (3) a survey of salaries, tenure, and benefits of full-time faculty; (4) the "Fall Staff" survey of employees; (5) an enrollment survey; and (6) the completions survey. The availability of IPEDS data is outlined, with instructions for Internet retrieval. (SLD)

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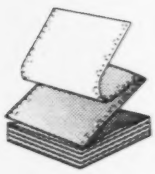
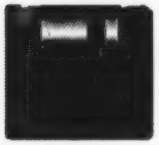
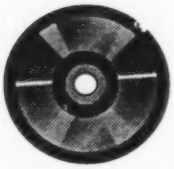
ED 376 197

An Introduction to IPEDS







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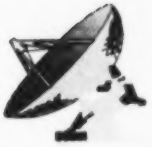

Susan Broyles
National Center for Education Statistics

TM022298

PREFACE

This booklet provides an introduction to the Integrated Postsecondary Education Data System (IPEDS) surveys administered by the U. S. Bureau of the Census for the National Center for Education Statistics (NCES), part of the U.S. Department of Education. It contains a general description of IPEDS, the survey schedules, and a brief description of the survey forms and their uses. Other materials, including copies of the survey forms and definitions are available from NCES.

We hope that this booklet answers the majority of your questions, including how to obtain the data, but if you need additional guidance or clarification on specific issues, please call or direct your questions to:

National Center for Education Statistics
Postsecondary Education Statistics Division
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5652
Phone: 202-219-1354
Fax: 202-319-1679

INTRODUCTION

I. What is IPEDS?

One of the tasks charged to the National Center for Education Statistics (NCES) by Congress is to report on the condition of postsecondary education in the United States. To do this, NCES must describe the postsecondary education enterprise and follow changes in its size, participants, providers, and other characteristics.

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from all providers of postsecondary education. It is the core postsecondary education data collection program within the U.S. Department of Education. IPEDS is a single, comprehensive system that encompasses all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries.

IPEDS gathers institution-level data that are submitted either directly to NCES by the institutions, or through a central, state coordinating office. The institution-level data collection allows for aggregation of results at a state or national level and permits significant controls on data quality through editing and followup with institutions.

IPEDS Definition of Postsecondary Education

IPEDS defines postsecondary education as:

The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs.

Scope of the Integrated Postsecondary Education Data System

Organizations that provide instructional programs as described in the definition are considered institutions within the IPEDS universe if their **primary purpose** is the provision of postsecondary education.

The IPEDS survey universe contains approximately 11,000 postsecondary schools. It includes all institutions accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education, as well as those schools not accredited at the college level but with vocational/occupational program accreditation and many non-accredited institutions.

The size of the institution, diversity of program offerings, degree levels, collegiate or noncollegiate curricula, type of accreditation, or other distinguishing criteria are considered characteristics of particular institutions; they are not used to determine which institutions are included in or excluded from the IPEDS universe.

This broad universe of postsecondary education institutions is divided into three categories based on the highest degree awarded or the length of the longest program: (1) baccalaureate or higher degree institutions; (2) two-year award institutions (that is, at least a two-year degree program but less than a 4-year degree program); and (3) less than two-year institutions. Each of these three categories is further disaggregated by type of financial control: public, private nonprofit, and private for-profit. The resulting nine institutional categories are called "sectors" within the IPEDS postsecondary universe and are used to determine which forms institutions complete. NCES also uses sectors to aid in data processing and the analysis of survey results.

IPEDS considers branch campuses as individual units. It defines a "branch institution" as a campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized **programs** of study, not just courses. That is, at least one degree or award program can be completed entirely at the branch institution, without requiring attendance at the main campus, or any other institution within the system.

IPEDS excludes institutions that are not open to the general public. Therefore, training sites at prisons, military bases, corporations, and the like, are not considered as separate institutions or branches in IPEDS regardless of how they are classified within their own institutional system.

With respect to postsecondary education provided in conjunction with hospitals, the intent of IPEDS is to include only those hospitals that contain one or more separate entities whose primary purpose is the provision

of postsecondary education. A school of nursing or a school of medical technology are two examples of such entities.

IPEDS also excludes schools where the only mission is to prepare students to take a particular test, such as the CPA or Bar exams. Organizations that offer training at many sites (such as H&R Block or some real estate training schools) may be consolidated into a single institutional unit when deemed appropriate by NCES. High schools with vocational programs are also excluded from IPEDS because their **primary** purpose is **not** postsecondary education.

Data Collection Principles and Instruments

The collection of IPEDS data from this diverse universe of institutions is based upon several principles. First, data elements identify characteristics common to all providers of postsecondary education. Within these data elements, specific values define characteristics of different types of providers.

Second, the data elements and the component surveys through which they are collected are interrelated to avoid duplicative reporting and enhance the analytic potential of the data base.

Third, the surveys are compatible but are adapted to meet the needs and characteristics of the different sectors of postsecondary education providers. This feature is intended to accommodate the varied operating characteristics, program offerings, and reporting capabilities of postsecondary institutions, while yielding comparable statistics for all institutions.

The approximately 3,600 institutions that are accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education and an additional 400 schools that grant at least a bachelor's, master's, doctor's, or first-professional **degree** complete a series of separate IPEDS questionnaires. These include:

Institutional Characteristics (IC)
Fall Enrollment (EF), including age and residence
Fall Enrollment in Occupationally Specific Programs (EP)
Completions (C)
Finance (F)
Salaries of Full-Time Instructional Faculty (SA)
Fall Staff (S), and
Academic Libraries (L).

All other institutions eligible for funding under Title IV (which includes Pell Grants and Perkins Loans) complete the "Institutional Characteristics" (IC) survey and the "Consolidated" (CN) survey. The CN survey is made up of four or five parts (depending on the year in which the data are collected) which request minimal data on enrollments, completions, finance, staff, and library information.

Institutions that do not have program participation agreements with the Department of Education (and are thus not eligible for Title IV funding) are asked to complete the "Institutional Characteristics" survey only.

IPEDS attempts to minimize institutional response burden by coordinating data collection with the state education agencies and with other federal offices and agencies that regularly collect data from institutions. For instance, all enrollment and completions data required by the Office for Civil Rights (OCR) to monitor compliance with the Department of Education regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any ED regulations implementing Title IX of the Education Amendments of 1972, are incorporated into IPEDS. These data help OCR to perform mandated functions including the monitoring of desegregation plans in several states. The collection of racial/ethnic enrollment and completions data in vocational programs that is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act is also included as part of the IPEDS collection. Recently, NCES was given responsibility for the collection of data on staff at postsecondary institutions that were previously collected by the Equal Employment Opportunity Commission on their EEO-6 form. The collection of these data are mandated by Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Commission in their regulations. NCES has plans to incorporate graduation rate reporting into IPEDS to meet the requirements of the Student Right-to-Know Act (PL 102-26).

II. What Can IPEDS Do For You?

General Data Uses

IPEDS surveys provide the data that are used for analyzing and reporting such things as trends in enrollment and degree completions by sex and race/ethnicity, patterns of expenditures and revenues of institutions, changes in tuition and fees charged, faculty salaries and composition, and types and numbers of

institutions. The data are used by NCES for annual reports to Congress on the condition of postsecondary education, statistical digests, profiles of higher education in the states, and other publications. In addition, data are used by states for planning and comparative analysis as well as for budget setting. Individual institutions can access IPEDS files to aid in peer analysis, while many researchers have used IPEDS for a variety of other projects.

More Specific Data Uses

* Much of the Institutional Characteristics (IC) data and some summary enrollment data are shared each year with the Career Information Delivery Systems (CIDS) networks throughout the Nation. These systems make IPEDS data about each institution available to over 5 million potential students each year.

* Information on schools facilitates federal and state policy decisions on student financial aid and other funding issues.

* IPEDS provides basic information about institutions and by using prior years' responses in conjunction with information on peer institutions, it provides a sound basis for analysis of institutions and their programs.

* IPEDS helps military and industrial recruiters identify sources of manpower trained for special skills.

* IPEDS data facilitate economic development in local areas by identifying concentrations of trained manpower.

* The data allow institutions to become aware of other schools offering similar programs and services.

* They keep the public informed of changes in the supply of trained manpower and the availability of specialized programs.

* The IPEDS survey universe is used as the sampling frame for many studies of postsecondary education.

III. Periodicity and Due Dates of IPEDS Surveys

Institutions complete the majority of the IPEDS surveys on an **annual** basis. The survey schedules vary slightly: "Institutional Characteristics", "Fall Enrollment", "Completions", "Salaries of Full-Time Instructional Faculty", and "Finance" are conducted on an annual basis. "Fall Enrollment in Occupationally Specific Programs" and "Fall Staff" are biennial in odd-numbered years, while "Academic Libraries" is biennial in even-numbered years.

Due dates for the surveys also vary slightly: the IC survey is due September 1 each year; "Completions" is due October 1; and all other surveys carry a due date of November 15.

The "Institutional Characteristics" (IC) form is a shuttle document; that is, the institutions' prior responses are preprinted on the survey form and respondents need only update or correct the preprinted information. Other survey questionnaires may contain selected shuttle variables such as Classification of Instructional Programs (CIP) codes and program titles on the "Completions" and "Occupationally Specific Enrollment" forms.

IPEDS SURVEYS

INSTITUTIONAL CHARACTERISTICS

A. Purpose

The "Institutional Characteristics" (IC) survey is a key component in the IPEDS system. The survey collects basic information from the known universe of postsecondary institutions in the United States and its outlying areas, such as the institution's name and address, control or affiliation, levels of awards, types of student services, modes of instruction, tuition and required fees, room and board charges, and additional information. Data from the IC survey file, such as the control and level of the institution, permit IPEDS data to be organized by basic descriptive categories. These include categories such as public or private control, institution level (4-year, 2-year, or less-than-2-year), state or regional level, higher education or non-collegiate status, or other categories that can be used for a wide variety of data analysis of one or more IPEDS survey data bases.

The maintenance of the IPEDS universe is accomplished through the IC file (in other words, the addition of new schools to the IPEDS universe, the deletion of schools that have closed, the merger of schools already on file, and name and address changes are tracked through the IC file). The IC file is also used as the sampling frame for other postsecondary surveys conducted

by NCES, such as the National Postsecondary Student Aid Study.

Data collected through the IC survey are used to produce the biennial ***Directory of Postsecondary Institutions***, which lists basic information on every postsecondary institution in the U.S. and its outlying areas, including name and address, telephone number, control and highest level of offering, tuition and required fees, room and board charges, total fall enrollment, and nationally recognized accreditations. Data from the IC survey are also used to produce ***Basic Student Charges at Postsecondary Institutions***, an annual publication which lists tuition and required fees and room and board charges at postsecondary institutions.

B. Coverage

Institutions are requested to provide data on a variety of topics that deal with general characteristics of the institution. The instructions specify the period of time covered, as it may vary from one part to another. The IC form has preprinted responses from prior years for most of the items and institutions are asked to update this information each year.

There are five versions of the "Institutional Characteristics" survey form. Institutions receive a particular version based on their highest level of offering, their control, and the number of years they have been in operation.

Each version of the IC form collects information to help identify the institution such as name and address, the Employer Identification Number (EIN), types of offerings (such as academic, occupational, recreational or avocational programs, adult basic education, or secondary programs), organization and accreditation, information on calendar system and control or affiliation. Other information on levels of awards granted, admission requirements, and services offered to students is requested. A special section on student charges collects information on tuition and fees, and applicable room and board charges.

Private institutions that offer only less than 2-year awards and those that have been in business less than 2 years are asked to provide selected information for the 6 programs with the largest enrollment. This includes tuition and required fees for the entire length of the program, the cost of books and supplies for the program, and the total length of the program in contact hours.

Finally all accredited (those accredited at the college level and those with occupational and vocational accreditation) institutions are asked to provide information on enrollment and instructional activity. This part of the form requests data for the *previous academic year*, unlike the other parts of the form which request data for the current academic year. Institutions report an unduplicated count of the number of students taking courses for credit as well as those enrolled in occupational and vocational programs in the fall term of the prior academic year, as well as over the 12-month period. These data are reported by student level (undergraduate, graduate, or first-professional) during the full 12-month period specified.

Instructional activity is also requested for the 12-month period specified and for the fall term, where instructional activity is defined as enrollment in all courses multiplied by the credit hour (or contact hour) value of each course. This information is collected to help calculate an FTE (full-time equivalent) enrollment.

The IC form also requests some additional information on types of faculty employed, ROTC programs, and library facilities.

FINANCE

IPEDS collects finance data in order to help fulfill the NCES mandate to report on the financial condition of postsecondary education in the nation. Finance data are also important for monitoring changes in postsecondary education finance and promoting research involving institutional financial resources and expenditures. Finance data are needed for reporting and projecting the revenues and expenditures of a national activity representing a significant component of the GNP.

Financial data collected in this survey include current funds revenues, current funds expenditures, utilities expenditures, scholarship and fellowship expenditures, library acquisition expenditures, indebtedness on physical plant, details of endowment assets, expendable fund balances, hospital revenues, and physical plant assets. These data are used for peer and aggregate analysis.

Respondents are encouraged to use an audited statement of revenues and expenditures to fill out Part A (Current Funds Revenues by Source) and Part B (Current Funds Expenditures by Function). These include medical school revenues and expenditures, but exclude hospital revenues and expenditures in all categories. Hospital revenues are reported separately for ease in analysis.

SALARIES, TENURE, AND FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY

IPEDS collects data on the salaries, tenure, and fringe benefits of full-time instructional faculty by contract length, sex, and academic rank. These data are useful from a national perspective, to analyze the number and tenure status of full-time faculty members in relation to the number of enrollments and degrees granted; and to evaluate faculty compensation in relation to institutional financial resources for an indication of the economic status of institutions and of the teaching profession.

This report requests data on all full-time instructional faculty employed (including those under contract but not yet in the payroll system) by the institution as of October 1 of the survey year.

FALL STAFF

The National Center for Education Statistics, through the IPEDS "Fall Staff" survey, also collects information on staff employed at all postsecondary institutions. The information collected is used to update annual mandated reports such as the ***Condition of Education*** report, the ***Digest of Education Statistics***, and other reports using staff data.

Staff data collected in this survey include the number of staff employed in postsecondary education institutions by their employment status (full or part time), racial/ethnic designation, sex and employment category. For full-time instructional faculty, the rank, sex, and race/ethnicity by salary interval and length of contract are reported, as are new hires by occupational activity, sex, and race/ethnicity. These data are being collected for the Office for Civil Rights under Public Law 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. The data are provided to OCR and EEOC as required in their regulations.

Included in the report are all persons employed by the institution, regardless of job title or classification on October 1 of the survey year, including persons employed as instruction and research assistants, and medical interns and residents who perform services for which they receive monetary compensation and other employee benefits. The report also includes faculty who are on sabbatical leave and other persons who are on leave, but remain on the payroll, as well as employees at off-campus locations as long as they are associated with the campus covered by this report.

FALL ENROLLMENT

A. Purpose

The National Center for Education Statistics (NCES) collects information on students enrolled in postsecondary institutions and their branches through the enrollment component of IPEDS. The information collected is used to update annual college enrollment projections, NCES' mandated annual ***Condition of Education*** report, the ***Digest of Education Statistics***, and other reports that include postsecondary enrollment data.

The IPEDS enrollment data are widely used by federal, state, and local government personnel, institution personnel, and researchers. These data enable detailed projections of enrollment by race/ethnicity, sex, and age, by type of institution. Fall enrollment is the traditional measure of the number of students participating in higher education. The survey collects fall enrollment by attendance status (full or part time), student level (first time, all other undergraduates, graduate, and first-professional), gender and racial/ethnic designation.

Residence Data

Every two years, the IPEDS enrollment survey includes a section on the residence and migration of first time students enrolled in schools accredited at the college level. It also requests separate data on the home state (residence) of first time students who graduated from high school in the previous academic year. The data at the national level provide states with complete information about the first-time attendance of their residents in college.

With these data, states can make estimates about college going rates of their high school graduates, examine problems caused by excessive student out-migration or in-migration, and determine the types of institutions that attract their citizens into other states. Such data are critical for postsecondary education planning at the state level.

There is also considerable interest in such data among privately-controlled institutions and their associations. Historically, the private sector has not emphasized state of residence as a primary attraction. However, as states develop new restrictions on financial aid, migration data have become important indicators of possible future concerns.

Age Data

In years when residence and migration data are not collected, the fall enrollment survey collects information on the age distribution of institutions' enrollees, by level of enrollment and sex. The data on age are used by state and institution planners to gain insight into the relationship between the changing demographic characteristics of the college-going population and the enrollment patterns in different types of postsecondary institutions. These data are used to develop projections of enrollment by institution type and by age. Since a student's dependency status is strongly related to age, the data can also be used to provide estimates of the number of independent/ dependent students attending postsecondary institutions. These data are also useful in financial aid modeling and projections.

B. Coverage

The Fall Enrollment survey is conducted annually. Information on the racial/ethnic category and sex of students is collected each year, while data on age and state of residence are collected in alternate years. Data on the age of students by level of enrollment are collected in odd-numbered years. Data on residence of first-time students are collected in even-numbered years. In addition, in even-numbered years, 4-year and above institutions are asked to provide enrollment information by level, race/ethnicity, and sex for 11 selected fields of study for the Office for Civil Rights (OCR). These fields of study are being monitored by OCR for compliance with their state desegregation plans.

Enrollment is reported as of the institution's official fall reporting date or October 15 of the survey year. The intent is to take a "picture" of enrollment on a typical day in the fall of each year.

If an institution does not have a fall term or semester, they are to choose one day, in the fall, on which the school is in session. All students enrolled in courses that are creditable toward a degree, diploma, certificate, or other formal award or that are part of a vocational or occupational program, including any students enrolled in off-campus centers are included in the report as are high school students enrolled in postsecondary education courses creditable toward the completion of a postsecondary program.

FALL ENROLLMENT IN OCCUPATIONALLY SPECIFIC PROGRAMS

A. Purpose

IPEDS requests data on enrollment in occupationally specific programs to help satisfy the Carl D. Perkins Vocational Education Act mandate that NCES collect data on vocational education students and programs. This IPEDS component provides information on the number of students enrolled in occupationally specific programs below the bachelor's degree level. The information is provided by race/ethnicity and sex of the students, and by the specific 6-digit program as defined in the ***Classification of Instructional Programs*** (CIP). The data fulfill the NCES mission to report on the condition of vocational education in the United States and its territories.

This survey is conducted on a biennial basis (in odd-numbered years) and includes all institutions eligible to participate in Title IV funding. As with the fall enrollment survey, program enrollment is reported as of the institution's official fall reporting date or October 15 of the survey year.

B. Coverage

Only those students enrolled in subbaccalaureate programs that are specifically designed to provide occupational preparation, including those in off-campus centers are included. Students enrolled in a program are either: (1) those who have formally declared their program intent; or (2) those who have completed at least 25% of a program's requirements. The program may result in a degree, certificate, or other formal award granted by the institution. Also included are high school students enrolled in these programs if they are working toward the completion of a postsecondary vocational program.

COMPLETIONS

The National Center for Education Statistics, through the IPEDS "Completions" survey, collects information on the number of degrees and other formal awards conferred by postsecondary education institutions to students who complete an education program, by the type of program, level of award, and degree or other award conferred.

These data are used to update annual projections of earned degrees conferred, NCES' mandated annual ***Condition of Education*** report, the ***Digest of Education Statistics***, and they are used in many other reports including postsecondary completions data that are compiled and distributed by the National Center for Education Statistics. The results of the survey are used to monitor changes in postsecondary education completions and to promote research involving patterns of degrees conferred. Additionally, since these data constitute the only national source of information on the availability and location of highly trained manpower, they are used extensively by business and industry, the military, and other groups needing to recruit individuals with particular skills.

The Completions data are requested by level of award and sex of recipient at the 6-digit CIP level. In addition, racial/ethnic categories are requested for the total number of awards at the 2-digit CIP level for each level of award and by sex of recipient. For the first-professional degrees, race/ethnicity is requested for each program.

Completions data are collected on an annual basis, including counts by racial/ethnic category and sex of recipient from all institutions eligible to participate in Title IV funding.

All degrees and other formal awards conferred by institutions between July 1 and June 30 of the previous school year are reported on this form.

Institutions report all degrees and awards actually conferred during the reporting period. Degrees earned but not yet conferred during the period are not reported. If an individual received two degrees at different levels (for example, a bachelor's degree at the end of the summer session and a master's degree at the end of the academic year), each of the awards is reported in its appropriate classification. Included are completions in academic as well as vocational or occupational programs.

DATA AVAILABILITY

The section that follows presents information on the kinds of publications available that use IPEDS data and how the data are distributed for institutional peer analysis, for state planning, and for research. Please feel free to call the general information number to request more information on a particular survey or on data availability and ordering.

Types of Publications

Directory of Postsecondary Institutions
State Higher Education Profiles (SHEP)
ED Tabs (selected tables showing national data)
Special Analysis Reports
Statistics in Brief (topical discussions)

Methods of Data Dissemination

CD-ROM
Diskettes and Tapes
INTERNET (Gopher, WWW, FTP)

For information about receiving IPEDS data on CD-ROM or accessing INTERNET, please contact

National Center for Education Statistics
Education Statistics Division/Technology Unit
555 New Jersey Avenue, NW
Washington, DC 20208-5652

(202) 219-1642 or 219-1373

To receive IPEDS data on diskette, please send three 3½" high density formatted diskettes for each file ordered, with a short note describing which file(s) you want to:

National Center for Education Statistics
c/o IPEDS Diskettes
555 New Jersey Avenue NW
Washington, DC 20208-5652

To receive IPEDS data on magnetic tape, please contact

U.S. Department of Education
Office of Educational Research and Improvement
Data Systems Branch
555 New Jersey Avenue NW
Washington, DC 20208-5725

(202) 219-1522

To receive copies of publications, you may write or call

U.S. Department of Education
Office of Educational Research and Improvement
Education Information Branch
555 New Jersey Avenue NW
Washington, DC 20208

(202) 219-1651 or
(800) 424-1616

Brief Instructions for
Accessing IPEDS Data via INTERNET

There are three ways to access IPEDS data bases via Internet:

1. Via Gopher: point your Gopher client software to

   gopher.ed.gov

2. Via the ED/OERI WWW server, which can be accessed by pointing your WWW client software to our uniform resource locator (URL):

   http://www.ed.gov/

3. FTP users can access by ftping to:

   ftp.ed.gov (logon anonymous)

Please note that you must have an appropriate Gopher or WWW client, such as NCSA Mosaic or Lynx at your site, or be able to telnet to a public access client elsewhere.

Using the Gopher option, the menu selections are:

Educational Research, Improvement, and Statistics (OERI & NCES)/
  National Center for Education Statistics (NCES)/
    Postsecondary Education/
      Surveys and Studies/
        IPEDS/
          (list of surveys, zipped, PC binary)

For further information, please call the number listed above for Internet information.

Directory

National Center for Education Statistics
Postsecondary Education Statistics Division

Mailing Address

U.S. Department of Education
National Center for Education Statistics
Postsecondary Education Statistics Division
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5652

Telephone: (202) 219-1354
FAX: (202) 219-1679

IPEDS Processing Center

Mailing Address

U.S. Department of Education
NCES/IPEDS Processing Center
PO Box 1449
Jeffersonville, IN 47131-9959

Telephone: (812) 285-5303 or
(800) 972-5650
FAX: (812) 288-3494

U.S. Bureau of the Census

Mailing Address

Department of Commerce
U.S. Bureau of the Census
Washington, D.C. 20233

telephone: (301) 763-4947 or
(800) 451-6236